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AUTHOR Kelly, Phyllis, E.; And Others
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ABSTRACT

Guidelines for the efficient use of educational paraprofessionals and aides are given. Job descriptions, roles, and activities are defined so that a school district may obtain a clear picture of the type of individual necessary for such a position. The areas of peer tutors and volunteers are not specifically addressed, but the recommendations stated could apply as well to the training and utilization of these individuals. The handbook also defines the parameters of the legal limits within which the paraprofessional and aide may function. (Author/LH)

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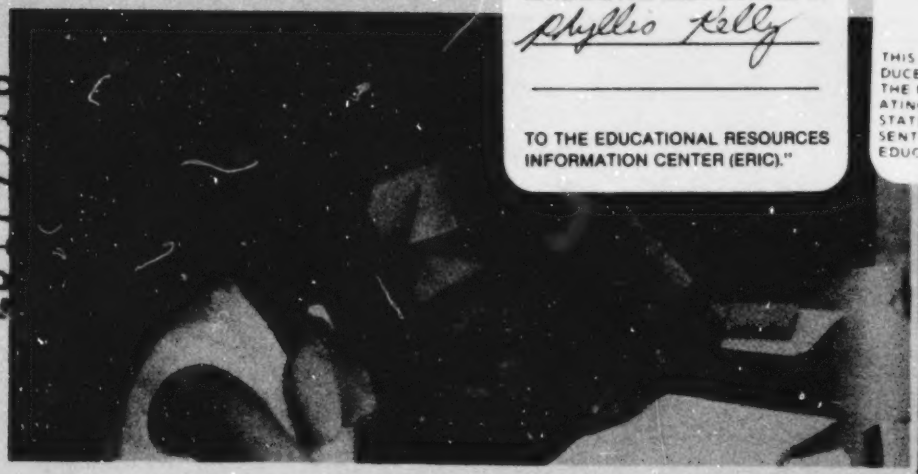
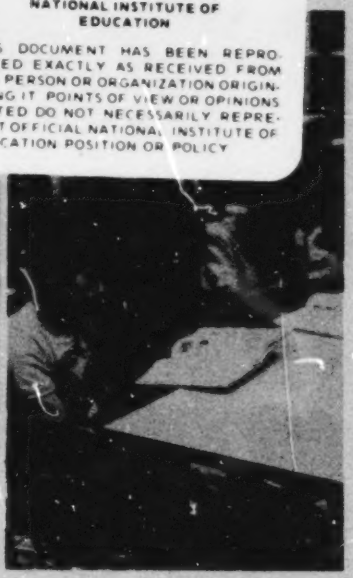


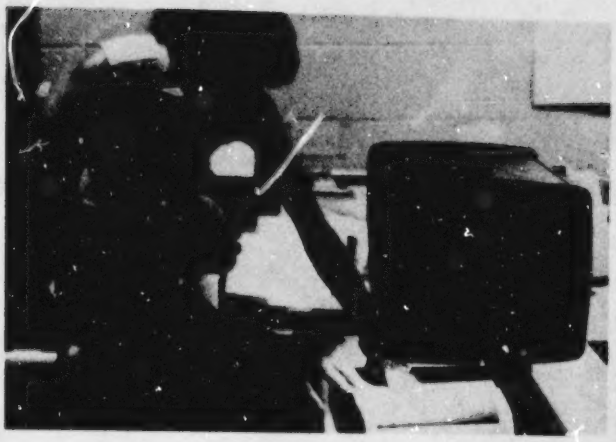


Guidelines for the Training, Utilization, & Supervision of Paraprofessionals & Aides

ISSUED BY

Kansas State Department of Education

Kansas State Education Building
120 East 10th Street Topeka, Kansas 66612



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PREFACE

The Kansas State Department of Education, realizing its commitment to differentiated staffing patterns and the utilization of different types of personnel in the field of education, has completed its manual: *Guidelines for the Training, Utilization, and Supervision of Paraprofessionals and Aides.* This particular *Guidelines* is a sequel to the one printed in 1968, entitled *What You Should Know About Teacher Aides.* Two years ago it became obvious to the Commissioner of Education in Kansas that school board members, superintendents, principals, and teachers were demanding to know more about the efficient and correct utilization of ancillary and support persons in the school setting. Frequent letters of inquiry from school personnel to the State Department of Education became a catalyst for publication of a new set of guidelines to describe this rapidly changing staff role.

In February, 1976, after planning sessions at the State Department of Education, the Teacher Aide Committee held its first meeting. The Committee was composed of individuals from the State Department of Education, higher education programs, Kansas-NEA, public school programs, Winfield State Hospital, and Social and Rehabilitation Services. The Committee attempted to represent a wide array of persons who had an interest and expertise in the area of paraprofessional and aide personnel. One of the priority goals of the Teacher Aide Committee was to draft a new set of guidelines for the training and utilization of the paraprofessional and aide.

After a year of study and work, the committee has finished its task. *Guidelines for the Training, Utilization, and Supervision of Paraprofessionals and Aides* is designed to answer some of the basic questions concerned with the correct, efficient utilization of persons in this particular staffing pattern of an accredited school. Definitions, roles, and activities are defined so that a school district can obtain a clear picture of the type of individual that is being discussed. The areas of volunteers and peer tutors are not addressed specifically in the *Guidelines,* but the recommendations stated could apply as well to the training and utilization of these individuals. This handbook is by no means totally inclusive, but is designed to give suggestions and ideas. It does, however, define parameters of the legal limits within which the paraprofessional and aide may function.

We welcome comments and suggestions from you, the readers of the *Guidelines.* It should be noted again that Kansas has realized that the paraprofessional and aide play a very important role in the staffing patterns of our schools today. The committee hopes that these *Guidelines* will play a part in defining that role more clearly.

The Committee has used the generic masculine pronoun in the interest of directness and brevity. No offense is intended.

Teacher Aide Committee

ACKNOWLEDGEMENTS

I would like to thank all of the persons who were part of the Teacher Aide Committee. They are to be commended for their work. In addition, I would like to thank the persons who helped edit drafts of the *Guidelines*, Ms. Rosmary Wade and Ms. Jo Leta Weems. Ms. Lois Caffyn completed the final editing process. My thanks, also, to Ms. Jamesina Evans from the Kansas National Education Association, who provided the meeting place and refreshments. Our association and affiliation with Kansas-NEA has been a most rewarding one.

Phyllis Kelly

Chair, Teacher Aide Committee

SECTION I

ADMINISTRATION

Administrators in the schools are realizing that as teaching becomes more specialized and individualized, it is necessary that a cadre of assistants and specialists be employed to aid the teacher and to allow him more time to use his expertise to the fullest advantage in the classroom. The practice of using paraprofessionals and aides in school systems has grown rapidly in the past decade and is still accelerating. Today most school administrators include them in their systems.

Paraprofessionals and aides from different cultural backgrounds, with varying amounts of education, and varying work experiences can all function effectively when they are provided with appropriate orientation, training, and supervision. Certain common characteristics seem to be helpful keys to successful results in the classroom.

It appears desirable to integrate paraprofessionals and aides into the school system as much as possible by exercising the same administration procedures for them as for other staff members. The paraprofessional should feel that he is an important part of the school program as are other certificated personnel. School administrators should be involved early in planning, training, supervising, and evaluating the paraprofessionals and aides.

ADMINISTRATION OF PARAPROFESSIONAL AND AIDE PROGRAMS

I. PLANNING AND ORGANIZATION

A. *Organization of Needs*

1. Identify peak times of the day, week, and year when need is greatest.
2. Identify program activities that need assistance.
3. Survey class sizes to determine locations of need.

B. *Consideration of Education Impact*

1. Predict educational thrusts, such as curriculum innovations and implementation of special programs.
2. Anticipate acceptance of paraprofessional and teacher aide by faculty and community.

II. EMPLOYMENT PRACTICES

A. *Recruitment, Selection, Employment*

1. Assess the need for paraprofessionals and aides.
2. Follow an affirmative action policy in recruitment, selection, and employment.
3. Issue a formal contract if the salary is $1,000 per year or more.
4. Develop work descriptions and policies governing the utilization of paraprofessionals and aides and provide them to those employed.

B. *Dismissal*

Establish a dismissal policy based on the evaluation plan discussed in Part V of this section.

C. *Health*

Observe health laws (K.S.A. 72-5213) governing personnel in the public school system.

D. *Hours of Work*

1. Make hours of work commensurate with the established duties and responsibilities.
2. Define overtime hours clearly in advance.

E. *Fringe Benefits*

Determine fringe benefits as a local board option.

F. *Grievance Policy*

Develop a local Board of Education grievance policy for the paraprofessional and aide.

III. QUALIFICATIONS OF A PARAPROFESSIONAL

A. *Personal Qualities*

1. Seek personal characteristics similar to those of a professional teacher. Some qualifications will be determined by the job description: e.g., paraprofessional, aide, community aide, child care aide, etc.

2. Give special consideration to characteristics, such as:

   a. Creativity.
   b. Resourcefulness.
   c. Adaptability.
   d. Tolerance and understanding.
   e. Versatility.
   f. Dependability.
   g. Good grooming.
   h. Cooperation.

B. *Skills*

1. These skills should be noted:

   a. Skills related to working with children.
   b. Subject matter skills.
   c. Disciplinary skills.
   d. Management and organizational skills.
   e. Skills in operation of office and audiovisual equipment.

2. (Refer to Section on "Duties and Responsibilities" and appropriate "Appendices" for other suggestions.)

IV. SUPERVISION

A. *Role of the Supervisor*

1. Have a clear understanding of the supervisor's role and responsibilities in relation to the paraprofessional and aide.

2. Prepare an evaluation procedure to assess the success of the paraprofessional and aide.

B. *Supervisory Procedures*

1. Identify training needs for paraprofessionals and aides (refer to Section on "Training").

2. Assist in developing training programs.

3. Develop a chart of authority.

4. Prepare a log of daily/weekly activities and responsibilities.

5. Establish policies for daily monitoring and supervision of the paraprofessional's or aide's activities.

V. EVALUATION

A. *Evaluation Process*

1. Base evaluation on the particular job description and duties to be performed.

2. Conduct evaluation continuously and systematically.

B. *Evaluation Report*

1. Provide periodic and objective feedback to the one being evaluated.

2. Provide a summary of the evaluation data to all involved with the evaluation process.

SECTION II

STATUTORY LAWS

This section cites the specific school laws in Kansas which govern the administration and utilization of paraprofessionals and aides in educational settings. The Appendices will include the 1969 Attorney General's Opinion on the interpretation of K.S.A. 72-1106 (Section 1(e) and the Section on "Special Education Paraprofessionals" extracted from the *Kansas State Plan for Special Education.*

It should be emphasized that paraprofessionals and aides are subject to laws governing professional conduct and that the laws cited here are specific ones of interest to this group of personnel.

STATUTORY LAWS WHICH RELATE TO PARAPROFESSIONALS AND AIDES

K.S.A. 72-962 (1975 H.B. 2040, 1; L. 1974, ch. 290, 2; L. 1975, ch. 365, 1; July 1)

Definitions. As used in this act, unless the context otherwise requires:

(1) "Special teacher" means a person employed by a school district for special education services who is: (1) A teacher qualified to instruct exceptional children as determined by standards established by the state board and who is so certified by the state board; or (2) a paraprofessional qualified to assist certificated teachers in the instruction of exceptional children as determined by standards established by the state board and who is so approved by the state board.

K.S.A. 72-978 (1974 H.B. 1672, 19, L. 1974, ch. 290, 19; July 1)

. . . For the purposes of this subsection, each special teacher who is a paraprofessional as defined in Section 2 (72-962) of this act shall be counted as one-half (½) full-time equivalent special teacher . . .

K.S.A. 72-1106 (1975 S.B. 29, 1 and 1975 H.B. 2272, 1) as amended by Senate Bill No. 830.

Section 1,(d) Time reserved for staff development or inservice training programs for the purpose of improving staff skills, developing competency in new or highly specialized fields, improving instructional techniques, or curriculum planning and study may be considered part of the school day for an aggregate amount of time equal to the amount of time in excess of the school year which is scheduled by a board of education for similar activities.

Section 1,(e) Boards of education may employ noncertificated personnel to supervise pupils for noninstructional activities.

K.S.A. 72-1390 (L. 1947, ch. 362, 3; L. 1969, ch. 317, 6; April 25) Payment of salaries unlawful.

It should be unlawful for the board of education of any school district to issue an order for payment of the salary of any certificated employee who does not hold a certificate which is valid in the state of Kansas for the particular kind of work to be performed.

K.S.A. 72-5213 (1974 H.B. 1556, Sec. 1) Certification of health for all persons, form and contents: expense of school employee.

The school board shall require all persons, whether employees, student teachers, or practicum student teachers, who come in regular classroom contact with the pupils of a school district, to submit a certification of health signed by a licensed physician on a form prescribed by the Kansas state board of health . . .

K.S.A. 72-6760 (1974 S.B. 758, Sec. 1) Boards of education: negotiate for lowest prices.

No expenditures involving an amount greater than one thousand dollars ($1,000) shall be made by the board of education of any school district, except in accordance with the provisions of a written contract.

SECTION III

DEFINITIONS, ROLES, AND RESPONSIBILITIES

The goal of a teacher is to motivate and guide each student to develop to his fullest potential. Because of the pressures of time and numbers of pupils involved, assistance is needed to perform instructional and noninstructional tasks. By working with the teacher, an aide or paraprofessional may help provide many opportunities for students that would otherwise not be possible. The addition of a paraprofessional or aide permits the teacher to devote his full attention to the accomplishment of major educational objectives.

In addition, maintaining accurate, complete, and current records for each individual student is a major responsibility for the school staff. Also, appropriate placement, adequate instructional programs, and effective school-home-community relations depend greatly upon the work accomplished by the staff. A paraprofessional or aide can help to provide much needed support in these areas as well.

Paraprofessionals and aides can help:

To motivate pupils,
To build their self-confidence,
To provide more individual attention, and
To increase the services and resources available to students.

DEFINITIONS AND JOB DESCRIPTIONS

Instructional Paraprofessional

I. DEFINITION

An instructional paraprofessional is one who is assigned to assist and support the teacher, but who does not assume the primary responsibility for the classroom. This definition also applies to those paraprofessionals who may hold degrees and certificates.

II. JOB DESCRIPTION

The instructional paraprofessional is to assist the teacher with educational activities and nonteaching tasks. The teacher, not the paraprofessional, is accountable for the instructional program in the classroom. The teacher may delegate to the paraprofessional responsibilities which are based on specific educational plans, which are formulated, directed, and supervised by the teacher.

III. ROLES

A. *Early Childhood Programs* - The early childhood paraprofessional is a team member who works under the supervision of the certified unit teacher. His duties are reinforcing in nature and are designed to assist individual children achieve behavioral and developmental objectives as established by the unit teacher, consultant, and therapist responsible for evaluation and programming. (See Appendix III for specific duties)

B. *Regular Classrooms (Elementary or Secondary)* - A regular class instructional paraprofessional performs any task that involves working under the supervision of a certified teacher in a team relationship. The majority of his responsibilities would center around reinforcing the educational program.

C. *Special Education* - The special education paraprofessional is a team member who works under the supervision of the special education professional. The paraprofessional frees the professional from routine daily tasks and also serves as a part of the instructional team. The paraprofessional carries out the educational programs developed by the special education teacher and support personnel.

D. *Special Projects (e.g. Title I)* - A special project paraprofessional is one who performs any task that strengthens the instructional program by assisting the certified staff. His duties are usually reinforcing in nature and are limited to work performed in relation to the specific project. The paraprofessional cannot be assigned to perform duties for nonproject personnel and for students not involved in the particular program.

INSTRUCTIONAL PARAPROFESSIONAL ACCEPTABLE DUTIES AND RESPONSIBILITIES

The instructional paraprofessional may:

1. Assist in organizing field trips.
2. Read aloud or listen to children read.
3. Assist students in performing activities that have been initiated by the teacher.
4. Hand out papers and collect paper work.
5. Assist with supplementary work for advanced pupils.
6. Provide special help such as drilling with flash cards, spelling, and play activities.
7. Assist in preparing instructional materials.
8. Reinforce learning with small groups.
9. Assist children in learning their names, addresses, telephone numbers, birthdays, and parents' names.
10. Supervise free play activities.
11. Prepare flash cards and charts.
12. Prepare art supplies and other materials.
13. Hear requests for help, observe learning difficulties from pupils, and report such matters to teachers.
14. Score objective tests and papers and keep appropriate records for teachers.
15. Escort children on educational trips outside the classroom with the teacher and other appropriate adult support.
16. Assist in educational demonstrations for the class or small groups.
17. Support the teacher in the areas of sewing, cooking, industrial arts, and physical education.
18. Assist in setting up learning centers.
19. Provide assistance with individualized programmed materials.
20. Work with individual students or small groups on language development as outlined by the speech clinician.

(This list is not all-inclusive)

INSTRUCTIONAL PARAPROFESSIONAL UNACCEPTABLE DUTIES AND RESPONSIBILITIES

The instructional paraprofessional:

1. Shall not be solely responsible for a classroom or a professional service.
2. Shall not be responsible for the diagnostic and programming functions of the classroom.
3. Shall not be responsible for preparing lesson plans and initiating original concept instruction.
4. Shall not grade subjective or essay tests.
5. Shall not be responsible for assigning grades to a student.
6. Shall not be used as a substitute for certified teachers unless he possesses the appropriate substitute teacher's certificate.
7. Shall not assume full responsibility for supervising assemblies or field trips.
8. Shall not regulate pupil behavior by corporal punishment or similar disciplinary means.
9. Shall not treat injuries or other medical needs of children without permission from appropriate personnel.
10. Shall not be assigned to work with the most "difficult" students the majority of the day in a "babysitting-type" of arrangement.

NONINSTRUCTIONAL AIDE

I. DEFINITION

Noninstructional aides shall include those persons whose duties are in noninstructional areas and do not directly relate to the conduct of learning activities or the teaching process.

II. JOB DESCRIPTION

The role of the noninstructional aide depends upon the structure of the school in which he is employed.

III. ROLES

A. *Clerical* - A clerical aide performs tasks such as typing, duplicating, filing, and checking objective-type materials.

B. *Guidance* - A guidance aide works under the direct supervision of a qualified guidance counselor in any of the following areas: individual inventory, testing program, placement, follow-up and evaluation, and information services. This definition does not include counseling. (See Appendix IV for specified duties)

C. *Health and Physical Care* - A health and physical care aide is involved with the health, physical, and self-help needs of the student. (See Appendix IV for specific duties)

D. *Library Media Aide* - A library media aide is a member of the library staff who performs clerical and secretarial tasks and assists as needed in the acquisition, maintenance, inventory, production, distribution, and utilization of materials and equipment. (See Appendix IV for specific duties)

E. *Monitor* - A monitor aide is involved with the observance and guidance of a child's or a group of children's behavior in settings such as the lunchroom, playground, library, hall, or restroom. (See Appendix IV for specific duties)

F. *Technical* - A technical aide performs tasks such as assisting in laboratory and field experiences and executing other related duties. A technical aide might also, but not be limited to, assist with music, home economics, art, and physical education classes. (See Appendix IV for specific duties)

G. *Vocational* - A vocational aide performs tasks described as clerical and technical. This individual may assist certified staff with routine objective-type record keeping. Responsibilities of the aide are to be directed by the certified personnel in the approved vocational program in which the aide is working.

NONINSTRUCTIONAL AIDE ACCEPTABLE DUTIES AND RESPONSIBILITIES

The noninstructional aide may:

1. Check attendance and permission slips and telephone absentees when requested by the teacher.
2. Help with inventory of supplies and textbooks.
3. Assist in decorating room, cutting mats for pictures, changing pictures on bulletin boards, and mounting samples of pupils' work.
4. Type tests, bibliographies, lists, notices, catalog cards, class materials, dittos, and other duplicated material.
5. Duplicate tests and other materials.
6. Check objective portions of homework, workbooks, etc.
7. Record test results and grades.
8. Keep attendance register.
9. Prepare routine reports not requiring professional judgment.
10. Keep all files current.
11. Perform routine telephone duties.
12. Deliver mail, records, instructional materials, and other items.
13. Collect and prepare records of money brought by students for various purposes (milk, lunch, trips, etc.).
14. Prepare transfer forms.
15. Put work on chalkboard.
16. Order films and other supplies.
17. Make arrangements for field trips.

(This list is not all-inclusive)

NONINSTRUCTIONAL AIDE UNACCEPTABLE DUTIES AND RESPONSIBILITIES

The Noninstructional Aide:

1. Shall not perform a duty that is primarily instructional in nature.
2. Shall not assume full responsibility for supervising and planning activities.
3. Shall not take children to clinic, dental or medical appointments unless permission is granted by authorized personnel.
4. Shall not program and prescribe educational activities and materials for children.
5. Shall not grade subjective or essay tests.
6. Shall not regulate pupil behavior by corporal punishment or similar disciplinary means.
7. Shall not prepare lesson plans.
8. Shall not be used as a substitute or replacement for certified teachers.
9. Shall not assign grades or other evaluational criteria to students' tasks.
10. Shall not be responsible for medical needs of children.

COMMUNITY/SCHOOL AIDE

I. DEFINITION

The community/school aide is a liaison between the school and community.

II. JOB DESCRIPTION

Anything that cements the bond between parent and school is a vital function for this aide. This person becomes a "bridge" between the home and the school — explaining areas of difficulty to the parent and back to the school. He could become a friend to some families when there may be no other help. The major role for this aide is to remove any obstacles which might prevent a student from attending school on a regular basis.

COMMUNITY/SCHOOL AIDE ACCEPTABLE DUTIES AND RESPONSIBILITIES

The community/school aide may:

1. Deal with attendance problems by working with parents and pupils on the importance of coming to school regularly.
2. Accompany the teacher to homes or meet with the teacher and parents in the school.
3. Reinforce positive attitudes of parents and students toward school.
4. Make telephone contacts with parents.
5. Inform parents of various social agencies available in the community.
6. Take school children or members of their families to the health clinic for checkups.

(This list is not all-inclusive)

SECTION IV

TRAINING

Training provides the necessary background and skills for superior job performance and is essential to the operation of any paraprofessional or aide program. It is widely agreed that paraprofessionals and aides with appropriate training develop specialized competencies which help them to meet the academic and social needs of students.

The training process should be continuous throughout the school year. Training provides for an understanding of the roles and responsibilities of both teachers and paraprofessionals; thus, the possibilities of misunderstandings and misinterpretations are avoided. In addition, inservice training for professional personnel to effectively use a paraprofessional and aide is extremely important. This area should not be overlooked when plans are being made for a district training plan.

TRAINING

I. WHO SHOULD HAVE TRAINING

In order to delegate responsibilities and increase the optimum effectiveness in a learning environment, it is recommended that the administrators, teachers, aides, and paraprofessionals be involved in the training process. Unexperienced teachers in particular seem to have difficulty working with paraprofessionals and aides. Veteran teachers and administrators feel their greatest need is learning how to utilize paraprofessionals and aides in a more effective manner.

II. AGENCIES WHICH COULD PROVIDE TRAINING SERVICES

A. *Local Education Agency (School Districts and Nonpublic Schools).*

B. *Higher Education Institutes (Community Colleges, Colleges and Universities).*

C. *Vocational Training Centers.*

D. *State Department of Education.*

E. *Professional Organizations.*

F. *Community Education Services (Adult Education Programs).*

Note: For information pertaining to specific course offerings or formalized training programs in Kansas, contact the Kansas State Department of Education, Special Education Administration.

III. TYPES OF PARAPROFESSIONAL AND AIDE TRAINING

A. *Orientation Preservice Sessions,* by a *Local Education Agency.*

B. *Inservice Training,* by a *Local Education Agency.*

C. *Workshops, Seminars, Conferences,* by the *State Education Agency.*

D. *Higher Education Courses, Preservice and Inservice,* by a Community College, College, University, or Vocational-Technical School.

E. *Supervised On-the-Job Training*

IV. PROCEDURES WHICH SHOULD BE CONSIDERED IN DESIGNING AND IMPLEMENTING A PARAPROFESSIONAL AND AIDE TRAINING PROGRAM.

A. *Inservice*

1. Define objectives and areas to be included in the inservice plan and write a plan for the year's activities.

2. Define the roles to be performed by paraprofessionals and aides. Write job descriptions.

3. Identify the competencies required to perform the designated roles.

4. Identify and analyze resources available for developing needed competencies and attitudes.

5. Determine means of providing service:

   (a) The local education agency only.

   (b) The local education agency in cooperation with other local agencies, colleges, or with contracted technical assistance.

6. Design a total program that provides training for professionals, including administrators, in the utilization of paraprofessionals and aides. The program should focus on combining educational theory and practice.

7. Plan systematic procedures for the evaluation of the inservice training.

B. *Higher Education and State Education Agency*

1. Offer the options of attending vocational-technical programs, community college programs, and college or university programs designed specifically for paraprofessionals. Attempt to integrate district training programs with those from the higher education sector.

2. Encourage the State Education Agency to provide leadership in the training of paraprofessionals by initiating conferences and workshops on relevant concerns and problem areas.

V. SUGGESTED AREAS OF TRAINING FOR PARAPROFESSIONALS AND AIDES

A. *Orientation to Total Program*

1. History and significance of the use of aide and paraprofessional personnel.

2. Description of job opportunities and career advancement.

3. Educational terminology.

4. Knowledge of educational programs and facilities.

   (a) Educational objectives of the school.

   (b) School regulations.

   (c) School practices and policies.

   (d) Administrative structures.

   (e) Communication channels.

5. Role of the aide and paraprofessional.

B. *Ethics and Standards*

1. Personal responsibilities.
2. Confidentiality.
3. Democratic ideals.
4. Influence of adult values on children.
5. Role as a representative of the school system.
6. Delineation of responsibilities.

C. *Interpersonal Relationships*

1. Motivational experiences to help the aide and paraprofessional develop a positive self-image and competence in working with others.
2. Communication skills (including listening).
3. Social and personal perception.
4. Delegation of authority.
5. Community values and dynamics.
6. Decision making and problem solving.
7. Leadership and cooperation.

D. *Learning Atmosphere*

1. Awareness of teachers' and students' needs.
2. Awareness of the effect of physical and emotional well-being on performance.
3. Importance of structure for learning.
4. Stimulation of positive attitudes.
5. The encouragement of empathy and understanding.

E. *Skill Areas*

1. Clerical.
2. Ability to recognize when a pupil is experiencing a learning problem.
3. Behavior management techniques.
4. Knowledge of various school and community services.
5. Utilization of audiovisual equipment and office machines.
6. Knowledge of first aid procedures.
7. Ability to help students in their academic lessons.

8. Skill in supervising lunchroom, hall, library, assembly, playground, and bus.
9. Skill in library usage.

F. *The Exceptional Child in the Regular and Special Classroom*

1. Characteristics of the various types of exceptional children.
2. Self-concept of the exceptional child.
3. Basic appraisal and curriculum development.
4. Appropriate educational materials for use with the exceptional child.
5. Knowledge in the appropriate use of adaptive equipment.

APPENDICES

These Appendices are ideas and suggestions and are not meant to be all inclusive.

APPENDIX I

PARAPROFESSIONAL SECTION

KANSAS STATE PLAN FOR SPECIAL EDUCATION

SPECIAL EDUCATION PARAPROFESSIONALS

DEFINITION OF INSTRUCTIONAL PARAPROFESSIONALS

To follow the intent of K.S.A. 72-962, a paraprofessional is qualified " . . . to assist certificated teachers in the instruction of exceptional children . . ." This individual, therefore, shall be referred to as an "instructional paraprofessional."

The special education paraprofessional is a team member who works alongside the special education teacher. He/she not only frees the teacher from the more routine tasks of the classroom, but also serves an an effective part of the educational team. With differentiated responsibilities he/she carries out the programs developed by the special education teachers. The scope of the definition described here and the paraprofessional section in general focus on the instructional paraprofessional who works with a specified teacher and is assigned to a particular classroom.

This definition includes those paraprofessionals located in a public institution or other private facility who are providing assistance to the special education teacher in an accredited special education program. The standards for program approval shall remain the same for these settings as for the public school programs.

Paraprofessionals in Special Education Support Services

Because some special education personnel primarily provide supportive or indirect services to exceptional students, the definition and duties of the paraprofessional, as described in this section, may not apply. Paraprofessionals may be approved in supportive program areas and qualify for special education reimbursement. For further, more specific role clarification of paraprofessionals in the special education support services, refer to the program area sections of School Psychology, School Social Work, and Special Education Instructional Materials Centers.

Child Care Aides and Ancillary Personnel

This definition *does not* include those individuals who are referred to as child care aides and are employed for the primary purpose of performing such duties as playground or lunchroom supervision, office clerical tasks, attandance takers, lunch and milk money collectors, or providing personal and hygienic care to pupils outside the instructional program. Also, this definition *does not* include ancillary support personnel who may be defined as special teachers. Child care aides and ancillary personnel may be employed to do the tasks mentioned above and serve in other support roles, but *will not be eligible for reimbursement as a special education instructional paraprofessional.*

INTRODUCTORY STATEMENT

Need and Rationale

As schools begin to guarantee full educational opportunities for every exceptional child, regardless of his background, handicapping condition, or geographic location, the range of special education services must become broader and more varied. The scarcity of

special education programs is further intensified by the mandate of the Special Education for Exceptional Children Act. As school districts fill their programs to capacity, larger numbers of students in classrooms and other support services often make individualized attention from special teachers less than the severity of the handicap demands. Tasks that normal pupils handle with no difficulty often present severe problems for handicapped children and youth.

The special education paraprofessional has become an essential person in the expansion of programs for students with special needs. Exceptional children and youth require smaller classes; therefore, more personnel are needed. In addition, more and more pupils are being admitted to public school programs who before were in institutional settings or were receiving no educational services at all. The paraprofessional can help overcome these obstacles and work towards the quality education that is necessary for exceptional students.

LEGAL AUTHORITY FOR PARAPROFESSIONALS IN SPECIAL EDUCATION

In 1974, the Kansas Legislature enacted the Special Education for Exceptional Children Act which gave a more precise definition and role to paraprofessionals in special education. In K.S.A. 72-962 "special teacher" means a person employed by a school district for special education services who is (a) A teacher qualified to instruct exceptional children as determined by standards established by the state board and who is so certified by the state board; or (b) A *paraprofessional* qualified to assist certificated teachers in the instruction of exceptional children as determined by standards established by the state board and who is so approved by the state board. In addition, K.S.A. 72-978 calls for reimbursement of special education paraprofessionals: " . . . each special teacher who is a paraprofessional as defined in K.S.A. 72-962 of this Act shall be counted as one-half full-time equivalent special teacher . . . " As a result of this legislation, rules and regulations for training, utilization, supervision, and approval of special education paraprofessionals shall be established to ensure the proper intent of the law.

UTILIZATION OF PARAPROFESSIONALS

In order to use a paraprofessional effectively, it is necessary that the teacher first have a clear vision of his/her own role as a teacher. He/she needs to understand the hierarchy of the instructional tasks and then decide which ones best involve his/her time and which ones should be delegated to his/her assistant. The amount and quality of professional supervision given is *crucial* in deciding what duties paraprofessionals can and should perform. There is almost universal agreement that the *diagnosis* of educational needs and the *planning* and *design* of programs and procedures to meet those needs are professional functions. The role of the paraprofessional is to provide support to the approved special education personnel in the educational program, management of students, and assistance with noninstructional tasks.

In situations where students are being mainstreamed into regular class programs, the paraprofessional may assist the teacher to facilitate the mainstreaming process. At times when the teacher is working with the exceptional pupil(s), the paraprofessional may work with the class in a group activity. The paraprofessional shall not be utilized in activities which do not relate to the acceptance and education of exceptional student(s) into that particular classroom.

Duties and Responsibilities — General

Instructional responsibilities shall center around follow-up or reinforcement activities. Initial instruction involving the presentation of new lessons or concepts should be the responsibility of the special education teacher. The teacher shall plan cooperatively with the paraprofessional and assign implementation duties to this individual. The teacher may wish to work with individual pupils or small groups on particular learning problems while the paraprofessional helps other class members, listens to reading, or the like. In turn, paraprofessionals may tutor individual children or work with groups, using materials and techniques chosen or designed by the teacher. The paraprofessional should not be employed to make the teacher's job any less responsible, but to improve the quality of the educational program for exceptional students. Delegation of responsibility is difficult, and it may be particularly difficult for teachers who are accustomed to taking full responsibility for classroom activities.

More specific roles and responsibilities of paraprofessionals in each categorical program may be found in individual program area sections.

Unacceptable Duties and Responsibilities

The special education paraprofessional shall not:

(1) Be solely responsible for a classroom or a professional special service.
(2) Select diagnostic and psychological instruments or interpret the results from these tests.
(3) Program and prescribe educational activities and materials for the students without the supervision and guidance of the teacher.
(4) Be responsible for preparing lesson plans and initiating original concept instruction.
(5) Be assigned to work with one or more of the most "difficult" students in the special education classroom or support services the majority of the school day merely for the convenience of the teacher. Assignments should be made on the basis of student needs.
(6) Be employed in lieu of needed itinerant special education personnel. The paraprofessional may work with an exceptional student when the special teacher is not in the building, only if the special teacher works directly with both the pupil and the paraprofessional at least twice a week. In the area of speech services refer to the program area for appropriate alternative guidelines.
(7) Be utilized as a substitute teacher unless he/she is approvable as a substitute teacher and possesses the appropriate certificate.

ADMINISTRATIVE PROCEDURES

Ratio of Paraprofessionals to Special Education Personnel

There shall be no more than three full-time or three half-time paraprofessionals assigned to each special education staff member. In programs for severely handicapped students where the demands of the educational program include both physical and academic educational programming, the ratio of paraprofessionals to professional staff may be in-

creased depending upon the teacher's ability to adequately supervise and plan for the additional paraprofessionals. Increases in this ratio must be approved by the Special Education Administration Section.

In converse, a paraprofessional shall not be assigned to more than two special education personnel or more than two classrooms or educational settings.

Ratio of Paraprofessionals to Pupils

Paraprofessionals may work with individual students, small groups, large groups, or the total classroom. There is no specified ratio of paraprofessionals to pupils. However, in settings where the children are younger and/or have serious handicaps (multiple disabilities), the ratio of paraprofessionals to students may be increased.

Class Sizes

The maximum number of students in selected categorical areas can be increased with the utilization of a paraprofessional. In certain program areas a paraprofessional is required for specific numbers of children. For specific cases review the appropriate categorical area.

Type of Setting and Supervision of Students

Paraprofessionals may work with pupils in the classroom, playground, hall, restroom, therapy area, gymnasium, and other specified areas on campus. In some situations, teachers are permitted to leave the class with the paraprofessional, but this shall be for as short a time as possible. The teacher should be on campus and still remains the person responsible for the classroom and students. The paraprofessional may be employed to assist in mainstreaming handicapped pupils (i.e. physically impaired, visually impaired) into regular class programs. Off campus activities such as field trips, errands, shopping, and recreation may be supervised by paraprofessionals if *appropriate approval and insurance coverage is provided by the school district or cooperative.*

Fiscal Responsibilities

As stated previously, special education paraprofessionals shall be reimbursed at the rate of " . . . one-half (½) full-time equivalent special teacher . . . " Local salaries and fringe benefits will be determined by each school district or cooperative. Paraprofessionals working on a volunteer basis shall not be eligible for state reimbursement. Paraprofessionals shall be employed annually or on a one-half year basis. The paraprofessional shall be counted as a full-time staff member if employed six or more hours per day, or a half-time member if employed at a minimum of three hours per day. Unique situations such as vision and hearing screening programs and home programs for severely multiply handicapped may be eligible for reimbursement for less than three hours per day upon approval of each individual case by the Special Education Administration Section.

Supervision and Evaluation

Instructional paraprofessionals shall be directly supervised and evaluated by the special education personnel to whom they are assigned. Overall supervisory and evaluative responsibilities rests with the principal as it does for other school staff members. In cases where the paraprofessional is assigned to itinerant staff (i.e. speech or learning disabilities) and this person is not present every day, the paraprofessional shall be assigned to the principal or a designated teacher.

APPROVAL OF PARAPROFESSIONAL PROGRAMS

Paraprofessional programs will vary depending upon local needs, sources and amount of funding, and availability of personnel. It is strongly recommended that a district plan very carefully before initiating a paraprofessional program. Such factors as recruitment, selection, placement, and training are serious matters which need to be planned for and policies established before paraprofessionals are employed. Program approval, supervision, and monitoring will be based on the following:

(1) Name, social security numbers, and assignments of paraprofessional personnel shall be included as part of the approval forms utilized by the Special Education Administration Section.

(2) The paraprofessional shall be under the supervision of an approved special educational professional(s).

(3) Special Education paraprofessionals employed as of September 15 will be reimbursed at the rate of one-half the full-time teaching equivalency. Any approved personnel employed after September 15 will be reimbursed at a rate equal to the proportion of the number of full months employed to the full school year (nine months).

(4) The paraprofessional in direct educational service programs shall be involved in duties and activities which relate to the role of an "instructional paraprofessional."

(5) School officials are encouraged to seek employees with at least a high school diploma. Experience and individual competence, however, should be given the highest priority. Paraprofessionals in the following program areas will require specific skills and levels of training: school psychology and school social work.

(6) In individual programs with unique needs and circumstances within or beyond the scope of these guidelines, specific cases may be referred for further review to the Special Education Administration Section.

APPENDIX II

ATTORNEY GENERAL'S OPINION ON THE INTERPRETATION OF K.S.A. 72-1106 (Section (1e)

November 10, 1969

Mr. David W. Kester
Departmental Attorney
Kansas State Department of Education
120 East 10th Street
Topeka, Kansas 66612

Dear Mr. Kester:

You have requested our interpretation of that part of L. 1969, Ch. 314, Sec. 1 which provides:

> "... Boards of Education may employ non-certificated personnel to supervise pupils for noninstructional activities ..."

In particular, you have raised questions as to (1) the types of activities in which teachers' aides may be employed; (2) the authority of teachers' aides to maintain discipline; (3) the legal responsibility or liability of the *teacher* for the negligent act of the teachers' *aide*; and (4) the present validity or relevancy of the guidelines for teachers aides published in the State Department of Education Brochure entitled *What You Should Know About Teacher Aides.*

We have found no instance of judicial interpretation or definition of either of the terms "supervise" or "instructional activities" by the courts of this state. However, it would seem to us that the commonly accepted understanding and usage of those terms would adequately define the legislative purpose underlying that provision.

The term "supervise" ordinarily connotes authority to control, direct or manage. The term "instructional activity" would, in our judgment, refer to those activities directly related to the formal training and education of the student in regular curriculum subjects.

Hence, as we understand the provision, a Board of Education may hire non-certificated personnel to do virtually anything except teach. For example, such personnel may in our opinion supervise the lunchroom, the study hall, the playground, and other similar activities, and may also act as "helper" or aide in the classroom as has already become the custom in some schools.

With respect to student discipline, the term "supervise", as noted above, carries with it the authority to direct, control or manage. Therefore, it is our opinion that non-certificated personnel — when engaged in authorized activites — would have full authority to carry out their duties, including maintaining discipline and order when necessary. When such personnel are merely acting as "helpers" in the classroom, however, then we believe that authority would devolve only upon the teacher.

The practical aspects of your question concerning the liability for negligence are to a large extent resolved by Chs. 358 and 360 of the 1969 Session Laws, which grant boards of education authority to purchase public liability insurance for the protection of the District and its officers, agents, teachers and employees from liability as a result of any of their acts or omissions. Personnel employed under authority of Ch. 314 would obviously be employees of the District, and would be covered by the District liability policy. As to the liability of a *teacher* for a negligent act committed by an *aide* under his or her supervision, we think the deciding factor in such cases would be whether or not the *teacher* was negligent in the *supervision* of the aide. This, of course, would be a question of fact to be determined on a case-by-case basis, and we are not inclined to here attempt an all-encompassing statement on the point.

We have reviewed the Brochure, *What You Should Know About Teacher Aides,* and are of the opinion that Ch. 314 has generally *broadened* the scope of the teacher aide concept. We find all of the suggested duties listed on pages 4 through 7 to be within the purview of the law, and would suggest that the "Questions and Answers" section on page 8 is generally correct with the exception, already noted, that the new law in our opinion expands the authority of teachers aides to include supervision of the lunchroom, study hall, and playground.

Very truly yours,

KENT FRIZZELL
Attorney General

APPENDIX III

DUTIES FOR AN EARLY CHILDHOOD EDUCATION PROGRAM PARAPROFESSIONAL

EARLY CHILDHOOD EDUCATION PROGRAM PARAPROFESSIONAL DUTIES

A. Help the teacher carry out the educational program for the group by reinforcing the students':

1. Learning concepts and generalizations.
2. Functioning in a group democratically.
3. Substituting words for physical problem solving.
4. Perceiving cues to new kinds of behavior.
5. Responding to the cues appropriately.
6. Enjoying experimentation.
7. Developing self-confidence.
8. Appreciating good health and nutrition.
9. Learning to get along with others.
10. Learning to move with a group.
11. Enjoying learning.
12. Widening interests with pleasure.
13. Being curious.

B. Provide individual guidance to assist each child toward his behavioral objectives:

1. Help the child recognize and satisfy his physical developmental needs, including--
   (a) Large muscle development (outdoor running, jumping, climbing).
   (b) Fine motor coordination (manipulating with hands).
   (c) Eye-hand coordination.
   (d) Self-help skills - (dressing, toileting, eating).
   (e) Mastery of activities as outlined by speech, physical, and occupational therapists.
2. Help the child maintain, develop, and improve a positive self-concept.
3. Help the child select and use appropriate supplies, toys, equipment, and books during free-play periods.
4. Help the child link experience with words by --
   (a) Giving the child words for what he does.
   (b) Naming objects.
   (c) Pointing out relationships as well as attributes.
   (d) Reading and singing to the child.

C. Supervise group and interest area activities such as:

1. Story and music time.
2. Creative art activities.
3. Interest Areas.
   - (a) Blocks
   - (b) Housekeeping
   - (c) Reading
   - (d) Science
   - (e) Outdoor playground
   - (f) Sandbox
   - (g) Manipulative Area
   - (h) Dress-up

D. Assemble and prepare curriculum resource materials such as:

1. Song cards.
2. Concept games.
3. Bulletin boards.
4. Illustrated stories.
5. Science demonstrations.

E. Assist members of a professional team working with a child in assessing and recording daily behavior and development.

F. Assist in the planning and implementation of the program and activities for parents:

1. Home visits.
2. Education.
3. Participation.
4. Policy making.

APPENDIX IV

DUTIES FOR NONINSTRUCTIONAL AIDES

(Guidance, Health and Physical Care, Library Media, Monitor, and Technical)

NONINSTRUCTIONAL AIDE DUTIES

I. GUIDANCE AIDE

1. Assist in individual inventories (i.e. physical health, family background, interests, future plans, indication of student's potential, and antedoctal reports).
2. Assist in testing programs (i.e. scholastic ability, achievement, aptitude, interests, and personality).
3. Assist in placement (i.e. in school through ability-class grouping, course placement, and college placement, and out-of-school by summer jobs and career placement).
4. Assist in follow-up and evaluations (i.e. follow-up of students, expectancy tables, local norms, local interest studies, and study of problem areas of students).
5. Assist in information services (i.e. occupational library, clerical and sales, service, agricultural, fishery and forestry, skilled, semi-skilled, and unskilled).

II. HEALTH AND PHYSICAL CARE AIDE

1. Help care for children's clothing.
2. Toilet children.
3. Assist in first-aid of minor classroom and playground accidents.
4. Help children with self-care tasks: feeding, eating, dressing, grooming.
5. Assist in routine health tasks.
6. Adjust braces or ambulatory equipment.
7. Bathe and/or wash children.

III. LIBRARY MEDIA AIDE

1. Fill computer forms for ordering material.
2. Prepare date-due cards.
3. Reshelve books and other library materials.
4. Check the order of books and other library materials on shelves.
5. Process books and audiovisual materials under the direction of the professional.
6. Operate simple audiovisual equipment.
7. Deliver films and filmstrips to teachers.
8. Prepare material for vertical files.
9. Prepare overhead transparencies.

10. Assist with the placement of audiovisual equipment in rooms scheduled for use.
11. Assist small groups and individual students with special projects and other activities.
12. Put cards in books.
13. Maintain periodicals, check list, and circulation procedures.
14. Mount pictures.
15. Clean books, audiovisual materials, and equipment.
16. Assist with library media center housekeeping.
17. Contact school and community patrons to assist in obtaining resource people, as directed by the professional. Solicit and collect material such as travel slides, filmstrips, photography, and pictures and articles from newspapers and magazines. Organize this material and file it in the library.
18. Assemble and type previously collected materials from the faculty for such units as dictionary skills, map skills, language study skills, and other units needed by individual teachers.

IV. MONITOR AIDE

1. Assist with supervision of students getting on and off bus.
2. Act as a monitor on a bus.
3. Assist with supervision: hall, playground, library, restrooms, music period, assemblies, pep rallies, and showers during physical education.
4. Monitor pupils' activities during study periods.
5. Assist with supervision of students before classes in the morning.
6. Assist with lunch duty.

V. TECHNICAL AIDE

1. Work in the tool room of shop classes.
2. Put up and dismantle displays.
3. Set up classroom for daily learning activities.
4. Order parts.
5. Regulate ventilation and lighting.
6. Maintain classroom facilities and materials.
7. Assist pupils in caring for animals.
8. Keep bookcases in order.

9. Keep storage cabinets in order.
10. Water plants.
11. Put away instructional materials for teacher.
12. Clean desks.
13. Help maintain neat appearance of room.
14. Assist with the placement of arts and crafts material and equipment in rooms scheduled for use.
15. Prepare arts and crafts materials for student use.
16. Help students assume responsibility for proper care and cleaning of art materials.
17. Assist with filing and maintaining records of progress on student art projects.
18. Prepare games and teaching material.

Note: A technical aide could assist with music, home economics, and physical education classes.

APPENDIX V

EXAMPLES OF TRAINING PROGRAMS

SAMPLE ORIENTATION/PRESERVICE TRAINING PROGRAM

I. INTRODUCTION

A. *What is the Teacher Aide Program*

1. How it was started.
2. Description of its structure in the public schools.
3. Goals and directions.

   a. Providing quality education for all children.
   b. Building school-community relations.
   c. Nonprofessional supportive help for staff.

II. YOU AND YOUR WORK

A. *Salary*

1. Hourly wages and pay day.
2. Upgrading schedule.
3. Holidays.
4. Absences.
5. Job expenses.
6. Insurance.
7. W-4 forms.

B. *What Is Expected of You*

1. Completing assigned tasks.
2. Calling in if late or ill.
3. Observing perceptively.
4. Performing duties to the best of your ability.
5. Cooperating with staff.

C. *Your Relationship With Other Staff Members*

1. Group responsibility.
2. Teamwork and cooperation.
3. The need to communicate.
4. Problems of competition.
5. Giving and taking criticism in a group.

D. *Getting In Touch With You*

1. During working hours.
2. At home.

E. *Identification*

1. Introducing yourself to the parents and children.

   a. What is your role.
   b. What community interests you have.

SAMPLE INSERVICE TRAINING PROGRAM

The following topics could be incorporated into on-going training throughout the year.

I. YOU, YOUR SUPERVISOR, AND THE STUDENTS

A. *What Your Supervisor Contributes to Program*

1. Information.
2. Motivation.
3. Compliments and criticism.
4. Evaluation.
5. Perception of broader concepts, goals, problems.
6. Organization of time and activities.
7. Relations with the professional staff.

B. *Possible Problems With Your Supervisor*

1. Fears in relating to the supervisor.

   a. Educational gap.
   b. Making mistakes and admitting them.
   c. Fear of being disliked.

2. Difficulty in receiving and accepting honest evaluation.

   a. "He's a nice guy"
   b. "What will happen to him?"
   c. "Well, sometimes he works well."

C. *Responsibility of Paraprofessional and Aide to Supervisor*

1. Explain to the teacher what problems in the community are most pressing.
2. Make people and organizations in the community aware of the school's program.
3. Assist teachers in school projects (calling to invite to meetings and to the classroom for programs).

D. *Responsibility of Paraprofessional and Aide to Children*

1. Work in child's best interest (following teacher's advice and direction).
2. Help children become independent workers.

II. PERSONAL SKILLS

A. *Be Able to Explain Your Role As a School Paraprofessional and Aide*

B. *Be Able to Explain Your Relationship to Associates*

C. *Coping with Your Feelings.*

1. Frustrations.
2. Anger.
3. Identification.
4. Satisfaction.
5. Enthusiasm.
6. Temptation to classify and label students.

D. *Following Instructions*

E. *Asking Questions*

F. *Accepting an Honest Evaluation*

G. *Communicating Orally*

H. *Be an Objective Participant*

III. BASIC CLASSROOM SKILLS

A. *Establishing and Maintaining a Healthy Classroom Environment*

1. Maintaining a cheerful attitude toward children.
2. Communicating with the class.
3. Decorating the classroom.
   a. Bulletin boards.
   b. Interest centers.
   c. Displays of children's work.
   d. Seasonal symbols.

B. *Relating to children*

1. Establishing responsibilities as a manager of behavior.
2. Working with individuals.
3. Working with small groups.
4. Supervising the total class.
   a. Activities appropriate for grade level.
   b. Recognizing attention spans.

C. *Supervising Independent Activities*

1. Spending time with each child.
2. Limiting direct instruction.
3. Using a comfortable approach in working with a child.

D. *Beginning Modern Mathematics and Metric Skills*

1. Terminology.
2. Elementary concepts.

E. *Language Arts Reading*

1. Basal text and related language arts program.
2. Language experience.
3. Programmed reading.
4. Individual seat work.
5. Independent reading.

F. *Using Audiovisual Aids and Other Machines*

1. Importance of aids.
2. Assistance to concept building.
3. Operation and care of machines.
   a. Thermofax
   b. Movie projector
   c. Filmstrip projector
   d. Opaque projector
   e. Tape recorder
   f. Phonograph
   g. Listening equipment

HIGHER EDUCATION TRAINING PROGRAM FOR SPECIAL EDUCATION PARAPROFESSIONALS

The following is an example of a training program for special education paraprofessionals offered at Washburn University, Topeka, Kansas during the years 1971 - 1974:

First Year

Fall:	ED 100	Orientation to Special Education
	ED 131	Practicum in Child Development I
Spring:	ED 103	Orientation to Special Education II
	ED 132	Practicum in Child Development II
	ED 101	Personal Skills Development

Second Year

Fall:	ED 104	Special Education Classroom Management I
	ED 231	Practicum in Methods and Materials I
Spring:	ED 105	Special Education Classroom Management II
	ED 232	Practicum in Methods and Materials II
	ED 102	Professional Skills Development

Third Year

Fall:	ED 106	Problems of Exceptionality I
	ED 233	Practicum in Methods and Materials III
Spring:	ED 107	Problems of Exceptionality II
	ED 234	Practicum in Methods and Materials IV
	ED 108	Current Issues in Special Education

APPENDIX VI

CODE OF ETHICS
FOR PARAPROFESSIONALS AND AIDES

CODE OF ETHICS
FOR PARAPROFESSIONALS AND AIDES

The paraprofessional should discuss the children's limitations only with the supervising teacher and those directly involved with the child's educational program.

The paraprofessional should refrain from: (a) airing school problems and confidential matters, including personalities, outside of school circles; (b) discussing administrative, interdepartmental, and interschool problems in the presence of pupils; and (c) gossiping about problems with those who cannot assist in the solution.

The paraprofessional should be consistent in managing the behavior of the students.

The paraprofessional should refrain from expressing differences of opinion or dissatisfaction with the supervising teacher in the presence of the students.

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